**Attachment 5. Standard Indicators Sheet**

*Reference these standard indicators when drafting your Performance Monitoring Plan. Depending on your selected topic and objective, select up to 5 indicators below to track and report on during the implementation of your project. You may create additional indicators you find necessary to measure the success of your project. We encourage you to use a combination of output and outcome indicators.*

**Goal: Increase the number of Kyrgyzstanis who are proficient in English by improving the quality of English language teaching and learning in secondary schools and universities of the Kyrgyz Republic.**

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| **Output Indicators *(Track activities)*** | **Suggested Data Collection Method** |
| # of English language courses conducted | Track course schedule and registration records disaggregated by each target audience |
| # of participants enrolled in English language courses, disaggregated by audience | Track enrollment records or student registration forms and % of participants disaggregated by audience type, sex, and English proficiency entry level:   * pre-service and early to mid-career secondary schools' teachers, pre-service and early to mid-career university teachers, students at secondary schools, with disaggregation by grade * university students, with disaggregation by gradeYouth, students, government representatives, journalists, and others * pre-service, early-, mid- career teachers |
| # of enrolled USG program alumni/students | Track training attendance records, certification lists, and % of completion |
| # of teaching materials developed and distributed (e.g., textbooks, online resources) | Track the teaching materials developed for target audiences, implementation and their usage |
| # Number of trained English language teachers (ToT method)  % of certification rates  % of completion (e.g.80% minimum attendance) | Track training attendance records, certification lists, and % of completion |
| # of alumni or university students with B2 proficiency engaged to lead English classes | Track and maintain database of alumni and university students’ participation, disaggregated by audience type, grade, sex, and program graduated. |
| **#** ofEnglish-language events conducted by native English speakers | Track events conducted via event tracker spreadsheet |
| # of secondary and university teachers/students participating in activities led by native English-speaking teachers | Track registration/attendance forms |
| # of mentorship program participants | Track number of mentorship activities disaggregated by topic theme and audience type (mentors, mentees):   * Ex.: # of mentors and assigned topics * Ex.: # of mentees/mentee groups by topics and records of mentorship delivered |
| # of pieces of content created | Track the number of pieces of content created and the platforms/sources where they were published |
| # of English student participants accessing digital content | Track data on unique logins, page views, and downloads for digital resources |
| **Outcome Indicators *(Track results of your activities)*** | **Suggested Data Collection Method** |
| % of participants who improve their English language proficiency by at least 10% based on assessments (e.g., tests conducted before and after the course) | Pre- and post-course assessments or standardized tests |
| % of participants achieving B2 CEFR level or higher after training | Pre- and post-program standardized English proficiency tests aligned to the CEFR scale (A1-C2) |
| % of participants demonstrating a one-level increase on CEFR scale | Pre- and post-program standardized English proficiency tests aligned to the CEFR scale (A1-C2) |
| % of participants reporting improved confidence levels regarding English language usage in discussions, presentations, or written communication | Self-reported confidence surveys administered before and after the course |
| % of participants who report increased frequency of using English to access U.S.-related content | Pre and post-test surveys |
| % of participants who report using English skills in real-world contexts (e.g., work, study, or travel) | Follow-up surveys or interviews conducted three to six months after course completion |
| % of participants who successfully meet or exceed the minimum required score on standardized English language proficiency exams (e.g., TOEFL, IELTS) | Pre and post test results from standardized proficiency exams. |
| % of participants who demonstrate increased understanding of American culture  % of participants demonstrating improved English ability to communicate about American culture in English. | Pre- and post-course knowledge assessments, self-reported surveys administered before and after the course |
| % of participants who report increased favorability towards U.S. following program participation | self-reported surveys administered before and after the course |